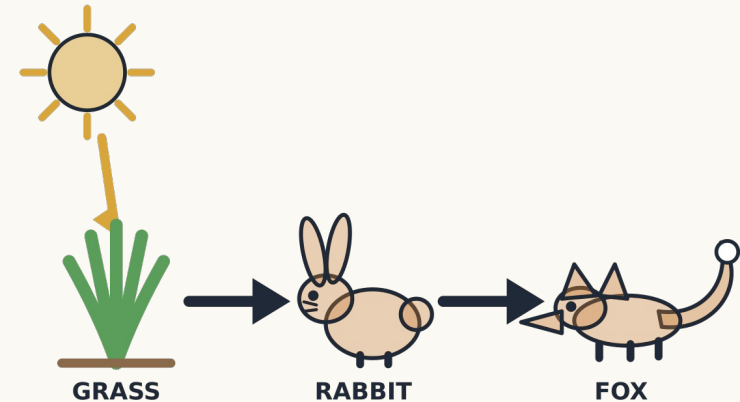
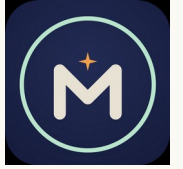


# Food-chain change investigation

**Build it. Test the arrows.  
Explain a change.**

I can use feeding clues to make and improve a prediction.



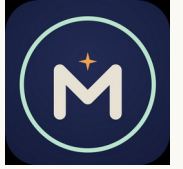


# Retrieve a chain and read one arrow

Find Monday's three-organism chain.

Follow one arrow from food to eater.

**Use the feeding clue to check it.**



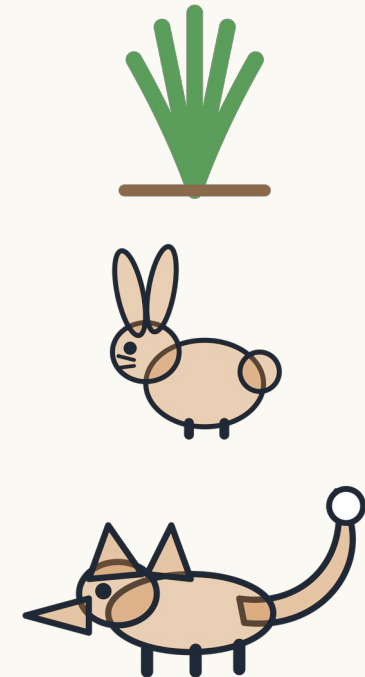
# Build the grass chain from evidence

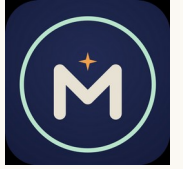
A rabbit can eat grass.

A fox can eat a rabbit.

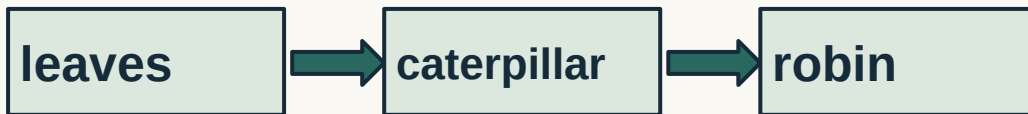
Place grass, rabbit, fox and two arrows.

**Add producer and consumer labels.**





## Build the second chain



producer

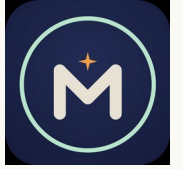
consumer

consumer

food / energy passes to the eater

**A caterpillar can eat leaves. A robin can eat a caterpillar.**

The green plant is the producer in this model.



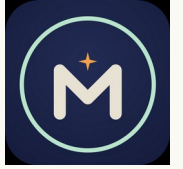
# Make an error, then repair it

Reverse one arrow deliberately.

Say what that wrong arrow would mean.

Read the feeding clue again.

**Turn the arrow back and explain why.**



# Cover the plant and predict

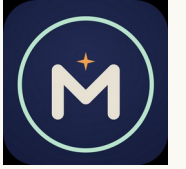
Cover the plant in one model chain.

Who may lose a food source first?

What could change for the next consumer?

**Use might or could and give a reason.**



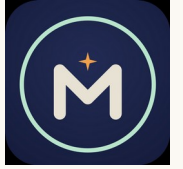


# Pause and test your explanation

Check one arrow against a feeding clue.

Check one prediction: what is the link?

**Does the model show every food source?**



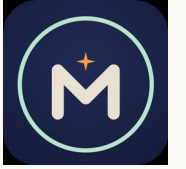
# Improve, save and clear the model

Put the chain back or revise it.

Improve one arrow reason or prediction.

State one limit of this simple model.

**Save the record and put the cards away.**



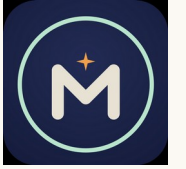
# Your voice can change the lesson

What helped you join in?

What could make the next activity easier?

Point, sign, speak, write or pass privately.

**Adult: agree one change and explain any limit.**



# Read the evidence behind the chain

Supported: point from food to eater.

Standard: explain an indirect plant link.

**Stretch: why can't we predict exact numbers?**